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ABSTRACT

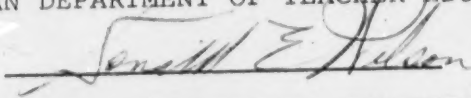
This document provides an overview of a cooperative venture (inner-city university/inner-city school district) in the training of reading teachers and other district-credentialed personnel to become inservice leaders in a district-wide inservice program. The program is designed to augment and enhance reading skills and to provide the organizational and management techniques to develop and tailor inservice programs at each of eleven Lynwood (California) school sites. The document presents: (1) program description, development, procedures, activities plan, and calendar; (2) program objectives; (3) personnel; (4) budget; (5) program contributions to teacher education (objectives met, comments from the training cadre, participating elementary-secondary school teachers, and principals); and (6) program evaluation. (MJB)

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USC/LYNWOOD
STAFF DEVELOPMENT PROGRAM
TRAINER-OF-TRAINERS
1976 - 1978

UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION

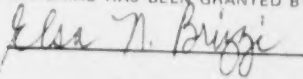
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I. Summary of USC/Lynwood-Inservice Staff Development Program 1976-78

The Department of Teacher Education of the University of Southern California, a major inner-city university, together with the Lynwood Unified School District, a major inner-city school district, collaboratively developed the 1976-78 USC-Lynwood Staff Development Project. Reading teachers and other district credentialed personnel are trained by a USC inter-disciplinary team to become inservice leaders in the district-wide inservice program.

These leaders have the responsibility for assisting approximately 400 other teachers, staff members and community persons in increasing their effectiveness in the teaching of reading.

Lynwood Unified School District staff and USC Department of Teacher Education cooperatively planned this intensive program to augment and enhance reading skills and to provide the organizational and management techniques to develop and tailor inservice programs at each of the eleven District school sites.

USC developed an interdisciplinary training team to meet the diversity of goals which not only provided the intensive training sessions through a team teaching model, but also provided an ongoing support system for trainee leaders.

This Trainer-of-Trainers approach to training a small group to become leaders was selected to achieve the greatest spread of effect at the least cost while building the internal capacity of the District to plan and deliver its own inservice program.

Monthly staff development training sessions focus on three areas: reading in the content areas; new methods for individualization of instruction; motivation and discipline and development of materials for low achievers.

Evaluation was a continuous, integral and on-going function for program improvement in the USC-Lynwood Staff Development Project.

II. Explanation and Analysis of the USC/Lynwood Inservice Staff Development Program, 1976-1978

A. Program Description, Development, Procedures, Activities Plan, and Calendar. The Lynwood Unified School District,

an inner city system, assessed its onsite teachers in 1976 to discover teacher needs and goals in order to tailor its new inservice staff development program to their needs. The teachers requested specific "how-to" inservice training in motivation and discipline, with a focus on reading.

This USC field based, multicultural training team from the USC School of Education, Department of Teacher Education in cooperation with Lynwood School District trains the teacher/trainer cadre to provide each school in the district with an ongoing inservice development resource designed for flexibility and self-maintenance. Each yearly project runs eight months--from September to May--and involves (1) a six-day intensive training program concentrated on the weekends of a three-week period for the selected K-12 teacher/trainers, and (2) a field support system onsite to assist the leadership cadre in training local school staff.

During Phase I, teacher/trainers meet at a central location to participate as co-faculty--input and feedback--since each represents different school levels and contributes diverse skills, abilities, and awareness of training strategies. The encouragement of collaborative intertraining team work promotes effective sharing and communication of the various skills each possesses.

Continuous process evaluation is conducted to determine the level of mastery attained by the cadre in each major topic

area. Data are deliberately gathered before the end of the session so that additional time or different teaching/learning strategies can be scheduled. Unlike traditional training or educational models, a teacher competency, trainer-of-trainers model requires that every participant understand the concepts and be able to present them. The co-faculty orientation enables the USC training team and individuals who have mastered the material to work with members who are less certain about their competence to present the material.

For the 1977-78 project, Phase I training occurred as follows: 10/7/77, 3 hours; 10/8/77, 5 hours; 10/14/77, 3 hours; 10/15/77, 5 hours; 10/21/77, 3 hours; 10/22/77, 5 hours. Weekend 1 topics included the new legislation which will mandate competency-based assessment and instruction in all California districts, basic skills, motivation, and discipline. Weekend 2 covered the integration of reading skills into the Lynwood basic skills continuum and organization, management, and evaluation of the inservice delivery process. Weekend 3 involved bilingual strategies in oral language and alternate instructional strategies for competency-based education, which are the new concepts this year. Additional assistance is, of course, always available. The topics named and covered in the six days are the major content areas to be impacted during this year's inservice training.

The teacher-training cadre is responsible for training the 400 onsite teachers in the Lynwood Unified School District.

Booster sessions of 2 hours each for the teacher-trainer cadre are provided the first week of every month through May, 1978. These sessions comprise Part A of Phase II, the ongoing field support system, and are used to plan the focus of Phase II-B; i.e., to discuss the individual schools' immediate needs and trouble spots to determine strategies to be used to meet those needs.

In Phase II-B, the USC Instructor/Coordinator visits each onsite leader-trainer to aid in implementing the strategies mapped in the booster sessions of Phase II-A. Field delivery to individual leaders is done during the three weeks between each monthly session of Phase II-A. The teacher-trainers thus gain experience in organizing and managing local resources: teachers, paraprofessionals, and community liaison.

Phase II-C concerns the required monthly inservice staff development meetings of the USC trainer-of-trainers team, individual cadre, and local resource personnel at each school site. Phase II-C meetings began October 19, 1977, and are scheduled for November 16, 1977; January 18, 1978 (Articulation Day, district-wide); February 15, 1978; March 15, 1978; April 19, 1978, and May 12, 1978. The articulation session of January 18, 1978, involves input and feedback from the 400 teacher-trainees throughout the district who are being trained and supported by the leadership cadre, who in turn trained and supported by the USC collaborative personnel.

B. Program Objectives. The major goal of the new staff development program is to develop, through a collaborative, participative model, a viable, self-maintaining, humanistically oriented resource storehouse wherein teachers can learn to teach themselves and others new concepts and processes or adaptations of older concepts and processes to meet the needs of the emergent population.

Specific overall objectives are: (1) to develop a selected group of teachers into trainers and facilitators of others; (2) these leaders will be able to show teachers how to assist students to improve reading skills in the areas of decoding, vocabulary, comprehension, location/study; (3) these leaders will identify and implement procedures for teachers to use in conducting staff development for total schools, small groups, parents and community; (4) these leaders will identify and organize instructional approaches designed to improve reading skills in various disciplines of the student curriculum; (5) these leaders will be able to implement locally the following strategies for individualized reading instruction: (a) establishment of a sequential skills continuum; (b) identification of diagnostic techniques for individual needs assessment; (c) identification of what is relevant to the particular student; (d) identification and coding procedures for matching instructional materials to needed skills; (e) identification and replication of multi-modal and multicultural instructional materials and activities; (6) these leaders will conduct assessments to identify local school strengths and needs for successful implementation of the afore-

mentioned instructional strategies; (7) these leaders will plan meaningful activities to increase teacher competency as determined by the needs assessments; (8) these leaders will design and implement procedures to obtain feedback and commitments from local staffs for ongoing inservice development.

The objectives of the initial program project (1976-77) were: (1) to develop a selected group of teachers into a leadership cadre who, in turn, would be able to train local school staffs onsite, and (2) to strengthen the skills and knowledge of these resource teachers in the areas of: (a) inservice teacher education; (b) reading instructional strategies; (c) utilization of paraprofessionals and community volunteers in the classroom; (d) individualized classroom instruction.

The objectives of the 1977-78 project are: (1) to strengthen participants' ability to understand motivational instruction as related to student achievement: participants will be able to: (a) identify personal attitudes about the content, the students they teach, and the environment in which they work; (b) specify consequences of teacher attitudes of student motivation and skill acquisition; (c) identify resources and strategies to alleviate conditions contributing to poor motivation; (2) each participant will identify: (a) specific state/district mandates (assessment, skills continuum, skill proficiency, performance, community resources, evaluation); (b) specific content of the Lynwood Skills Continuum to develop competency-based K-12 educational programs; (c) specific methods for extending the skills con-

tinuum in various content areas and utilizing non-text material and community resources; (d) alternative assessment strategies; (3) participants will distinguish between role and goal-based discipline in the classroom; (4) participants will learn ways to increase students' ability to generate high levels of goal related, task-oriented self-discipline; (5) to strengthen participants' ability to involved the community as a valuable resource in the educational process; (6) to increase participants' understanding and ability to use alternative instructional styles (information processing, social and self-development orientation, models of teaching) to meet individual student styles; (7) to increase the skills and knowledge of participants in the use of bilingual/multicultural techniques; (8) leaders will increase their competence as onsite trainers of teachers and community members; (9) leaders will assess and collaboratively plan, with their school staffs, each monthly inservice based on school/district goals; (10) leaders will use teachers and community members as co-trainers; (11) leaders will deliver seven monthly inservices with assistance from USC; (12) leaders will develop a support system to assist school staffs as they begin to implement training after each inservice.

C. Program Personnel. This subsection delineates the members of the trainer-of-trainers model being used by the USC/Lynwood Inservice Staff Development Program, according to their homebases and specialties.

1. The USC Training Team. Dr. Donald Wilson, USC

School of Education, Chairman of the Department of Teacher Education. Elsa Brizzi, Director /Coordinator; bilingual and multicultural education, role-modeling, behavioral and cognitive restructuring. Dr. Jo Ann Taylor, assistant professor; reading and urban education, supervisor of student teachers and paraprofessionals. Joan Midler and Hideko Bannai, documentation specialists. Grace Hayes Blagdon, USC Teacher Corps and Para-educator Program; manager, organizer, troubleshooter. Dr. Skip Herbert; linguist, has developed his own program in oral language and small-group learning. Mrs. Dorothy Maddox; reading, multicultural education, teacher-training, attitude and behavior change research, assessment research and evaluation. Ms. Jana Johnson; Director of the Center for Behavioral Research and Organizational Development (provides research service and technical assistance to educational and social agencies). Mrs. Pat Boerger, Assistant Administrator of Reading Support Services Center of the Los Angeles Unified School District.

2. Lynwood Unified School District Trainer. Mr. Jewel Lee, Director of Staff Development and Human Relations.

3. Training Team Advisors. Dr. Lavonia Steele, Assistant Superintendent of the Lynwood Unified School District. Dr. Myron Dembo, Associate Professor, Educational Psychology; evaluation. Ms. Annette Gromfin, Teacher Corps Director; Program Development. Dr. Carole Short, Associate Director Peace Corps; documentation, evaluation. Mr. Y. Kim, Reading Coordinator, Gardena High School.

4. Teacher-Trainers, 1976-77. John Hughes, Mrs. Hulda

Biel/Abbott Elementary. Ms. Kim Riemer, Ms. Josephine Jacquez/
Lincoln Elementary. Mrs. Doris Walker, Mrs. Colleen Andersen,
Ms. Sue Hillstead, Ms. Antonia Lewis/Lindbergh
Elementary. Ron Smith/Lugo Elementary. Mrs. Betty Peluso, Mrs.
Bernice Gordon, Dr. Julie Washington/Mark Twain Elementary. Mrs.
Roberta Overby/Roosevelt Elementary. Peter Orwoll, Mrs. Zoe Marshall/
Washington Elementary. Mrs. Mary Piller, Mrs. Ellen Currie/Wilson
Elementary. Jeff Denhart, Victor Despenza, Mrs. Glenda Wilkins/
Hosler Junior High. Dr. Walter Gibson, Ms. Chris Augspurger, Mrs.
Pat Insley, Mrs. Joan Hillman, Mrs. Jane Henick, Mr. Gail Carr,
Glen McLean/Lynwood High. Mrs. Alice Valdes/Vista High. Mrs. Lois
Frontino/District Office.

5. Teacher-Trainers, 1977-78. Vivian Gall/Abbott Elementary. Cheryl White, Enrique Victorero/Lincoln Elementary. Virginia Wanner, JoAnn Scruggs, Doris Walker (returnee), Rita Valverde/Lindbergh Elementary. Shirley Houze/Lugo Elementary. Chris Carey, Connie Scott, Yvette Williamson/Mark Twain Elementary. Ronald Smith (returnee), Roberta Overby (returnee)/Roosevelt Elementary. Ruth Tys, Carol Muse/Washington Elementary. Nancy Kazutoff/Will Rogers Elementary. Doris Smalling/Wilson Elementary. Fernando Torres, Charles Gehrke, Victor Despenza (returnee)/Hosler Junior High. Christine Wormley, Dr. Walter Gibson (returnee), Christina Augspurger (returnee), Ricki Valencia, Audrey Sims, Georgina Iglesias/Lynwood High. Alice Valdes (returnee)/Vista.

6. Criteria for Selection of Teacher-Trainers, 1977-78.

(a) Last year's leaders have first choice of returning. (b) New

trainers: (i) volunteer; (ii) are recommended to the district by principal and peers; (iii) are perceived as competent and effective by administration, peers, and students; (iv) are willing to devote extra time in project planning (approximately 72 hours), to learn, transmit, and share learning with others, and to initiate an onsite participative staff development program based on district, school, and teacher needs and goals; (v) have the ability to adapt expertise and instruction to meet local school needs; (vi) agree to participate in approximately 36 hours of pretraining, 7 monthly inservice sessions, and a minimum of one preplanning session with USC prior to field delivery; (vii) have strengths in one or more of the following areas: motivation, discipline, reading, individualization, developing materials for low achievers, human relations. (3) Each school will submit at least one trainer per 15 staff members.

D. Budget: Broad Category Totals and Source of Funds (1977-78). The direct cost for the 1977-78 inservice project involves staff (Instructor/Coordinator, 4 additional faculty, evaluation consultant, editorial consultant), \$16,837.00, and materials/supplies/reproduction/mileage, \$1,508.00. The total direct cost is \$18,345.00. The indirect cost--a university requirement for all projects--is 25% of the total direct cost, or \$4,586.00. The total of these two (direct and indirect) is \$22,931.00. In addition, teacher/trainers are paid for the 36 hours (per year) of their own time they devote to the project.

This program is sponsored by the University of Southern California, Los Angeles, CA. Three university credits are available to teacher/trainers who choose to pay \$25.00/unit and complete the course requirements (EdTe 599).

This program is exemplary and, as such, is sponsored independently of other school programs.

E. The Program's Contribution to Teacher Education. This training program, based on active involvement of all participants in the design and implementation of the program, enables district resource personnel to become inservice leaders/trainers of teachers and community personnel at individual schools throughout the district. Its eventual contribution will be to achieve the greatest spread of effect at least cost while building the internal capacity of the district to plan and deliver its own self-maintained inservice education.

1. Objectives Met (1976-77). (1) A group of resource teachers was developed into trainers and facilitators of others. (2) The teacher/trainers were and are able to respond to a variety of inservices needs. (3) The quality of instruction was highly relevant to school staffs. (4) School staffs evidenced strong interest and involvement. (5) The skills of resource teacher/trainers as inservice education providers for teachers in the field were strengthened. (6) The knowledge and skills of resource teacher/trainers and teachers in the field regarding teaching of reading in curriculum content areas were strengthened. (Teachers and administrators indicated a marked desire for greater expansion in this area.) (7) The knowledge and skills of resource teacher/trainers and teachers in the field to better utilize paraprofessional and community resources in the classroom were strengthened. (8) The knowledge and skills of resource teacher/trainers and

teachers in the field concerning techniques for individualized instruction in the classroom were strengthened.

All training measures used indicate a dramatic positive growth for all participants. Leaders, principals, and teachers (analysed as a total group) gave the program high ratings.

2. Representative Comments From the Teacher/Trainer

Cadre (1976-77). The best part of the program was:

(a) Learning and sharing with other school personnel; (b) Seeing teachers become involved with each other and begin to communicate; (c) The enthusiasm of the USC team and their positive approach--high level of thinking--very professional; (d) Having excellent models who were willing to stick with me until I felt I knew where I was going; (e) The associations formed between secondary and elementary--I believe I received a better understanding of the district's problems, needs, and goals.

The most important thing to change: (a) Provide more time; (b) More onsite utilization by the USC team; (c) Involve more people at the schools for next year's program; (d) Less theory; (e) Individualize groups; (f) Make your objectives clear from the beginning; (g) Time between Phase I and Phase II to assess needs of staff.

3. Representative Comments From Elementary School

Teachers (1976-1977). The best part of the program

was: (a) The opportunity to develop materials for my own students, having time and materials available and well-organized in one location; (b) Being able to work with materials and ideas for

for our own particular needs; (c) Teachers were able to select how best to use their time during the inservices; (d) Time to develop materials to use in the classroom.

The most important thing to change: (a) No change, please! (b) Same kinds of things as this year; (c) More materials workshops, presentation of teacher materials, working on materials; (d) Have all inservices like this.

4. Representative Comments From Junior High School

Teachers (1976-77). The best part of the program was:

(a) When we had specific instruction from members of the USC team; (b) The final session with individual consultants for various interest areas.

The most important change to make: (a) Recognition that positive change is a gradual process which can only come about with involvement of the people affected--there is still too much negativism for much to happen; (b) Need more small group meetings focusing on specific proposals, methods, strategies in dealing with our students.

5. Representative Comments From Secondary School Teachers

(1976-77). The best part of the program was: (a)

Learning to evaluate the reading level of a text or other reading material; (b) The freedom allowed for individual growth; (c) Working on projects for classroom use; (d) The interesting techniques presented; (e) The individualized instruction workshop--the instructors were excellent and stimulated thinking on the part of all teachers participating; (f) Mutual discussion of problems and sharing views on possible solutions.

The most important change to make: (a) Make the program applicable to activities classes; (b) Broaden to include discipline, assertive teaching, etc.

6. Representative Comments From Principals (1976-77).

The best part of the program was: (a) Leader was tuned into the needs of the teachers and made excellent presentations and organized activities that were very meaningful in helping teachers deal with reading in the content areas; (b) Allowing teachers to choose their program and giving time to develop it; (c) Group discussions--involvement.

The most important change to make: (a) Need good examples, arrange visits to good programs; (b) Work out a new schedule for minimum day; (c) Continue the program and go into more depth.

7. Representative Comments of Participants in General (1977-78).

(a) A lot of material was presented in a short time; glad Pat (Boerger) went over the legislation a second time; would like to hear more from the trainers rather than from trainees. (b) The first two sessions were very informative and I learned a lot. (c) Language too technical for some of us. (d) I am beginning to understand it! (e) I liked the discussion on the explicit breakdown of skills on the continuum. (f) Will need more time to read the materials on my own. (g) I need more concrete examples of strategies. (h) Went well! Much better than last year! (i) I understood it, but I will have to convince my teachers that it is worth doing. (j) Good lesson on definition of oral languages. (k) More strategies needed.

F. Program Evaluation. Both formative and summative evaluations are made. Formative evaluation is integral and ongoing, providing immediate feedback for programming correction of project strategies. Individual self-evaluation is encouraged, that participants may realize their responsibility and importance to the program as individuals and as part of a group, which increases motivation and group solidarity. Summative evaluation shows participants and others the total effect of each yearly project within the program framework. Each project can then be compared for programming correction in the following year's project, if needed.

1. Evaluation Methods. Those used in 1976-77 had a "kitchen-sink" quality: many specific methods were tried; those that brought the fullest response from the participants would be used the following year.

During Phase I (1976-77), formative daily evaluation was made by the training team through rating scales and written comments. Pre and post reading tests compared knowledge of reading and individualization. Semantic differential and completion sentences techniques measured perceptions of role and program variables. Phase I training concluded with post-tests measuring knowledge and attitude. The training team made a final evaluation of Phase I training.

During Phase II (1976-77), leaders rated each monthly pre-inservice meeting (Phase II-A). Rating forms to be completed and returned were distributed to teachers following each inservice session so that teacher/trainers and the USC team could

ascertain if the program project were meeting district goals. A final evaluation was made by teachers, teacher/trainers, principals, and USC team members.

During Phase I (1977-78), feedback cards were used as part of the instructional process as well as an evaluative method. Evaluation is focused on two kinds of outcomes: effectiveness in terms of instructional variables, and the participants' perceptions of the value to them of Phase I's various components. Instructional variable items measure whether or not the training included components, strategies, and opportunities necessary for learning to occur. (The most reliable judges are the participants themselves.) The second measure of project effectiveness available for measurement at this time is whether or not the teacher/trainers have accepted and internalized the information. This was measured indirectly by asking participants which parts of the Phase I training they felt were of greatest value to them.

The competency-based evaluation format used involves feedback on teacher/trainer competency on two levels: (1) Understanding ("I understand the concepts, or I need more information"); (2) Application ("I can present the concepts and behaviors to my school, or I need more help"). The USC team has planned followup sessions when feedback indicates that a significant number of teacher/trainers needs more help.

2. Evaluation Results. The reading tests (1976-77) were given at the beginning and end of the Phase I training period. The best possible score was 25. Average score increased 4.82

units from the first test (average 17.83) to the second test (average 22.65). A t test was then employed to determine the statistical significance of these differences from pre to post test. The t test proved significant beyond the .01 level; distribution of responses was likely to have occurred by chance alone less than 1 out of 100 times. This indicated a dramatic positive change in reading scores (dependent variable) for Phase I training (independent variable).

Teacher/trainers rated each daily inservice program (Phase I, 1976-77) on a scale of 1 to 5 (poor to excellent). A favorable rating would be indicated if the teacher/trainers marked 4 or 5. Neutrality would be indicated by a rating of 3. An unfavorable attitude would be indicated by a mark of 1 or 2. Teacher/trainer attitudes were positive during Phase I training and generally increased throughout January staff development sessions. A final appraisal of Phase I averaged 4.30. Phase I training was thus considered to be highly effective as measured.

Teacher/trainers also rated each monthly session held with USC faculty (1976-77). Each month's average rating was above 4.00, as follows: January, 4.34; February, 4.30; March, 4.64; April, 4.48; May, 4.30. It can be concluded that the teacher/trainers' monthly ratings of the 1976-77 project (Phase II-C) were highly favorable.

At the conclusion of Phase II, teacher/trainers made a final evaluation of the 1976-77 project. Out of nine items, nine showed statistical significance beyond chance (.00). The basic conclusion was that the overall project was highly effective as measured.

Principals also rated the 1976-77 project on the scale of 1 to 5. The principals rated the project at $\bar{x} = 4.33$, highly effective.

Teachers in the field rated each monthly inservice program (1976-77) on the scale of 1 to 5; positive attitude generally increased during the project. Ratings by elementary teachers during early inservice sessions were generally more positive than ratings at other levels and remained extremely favorable.

Elementary teachers' response was: out of nine items, nine showed statistical significance beyond chance. Since responses were heavily weighted at positive levels ("great value" and "some value"), it was concluded that the project was highly effective as measured among elementary field teachers. Junior high teachers' response was: out of nine items, 3 showed statistical significance beyond chance. It was concluded that junior-high level teacher/trainers needed to do more work with their local school staffs and, perhaps, needed further impaction themselves. Secondary teachers' response was: out of nine items, nine showed statistical significance beyond chance. The basic conclusion to be drawn was that the project was highly effective as measured among secondary field teachers.

USC faculty and team members appraised both the process and effectiveness of the 1976-77 project through evaluation meetings following each inservice session and concluded the staff development process--the trainer-of-trainers model--was highly effective.

The results of the sentence completion and semantic

differential tests used in the 1976-77 project were too ambiguous for meaningful evaluative data collection and analysis.

These two tests were then discarded as evaluation tools.

The 1 to 5 scale of evaluation, because it has proven to be such a precise measurement for this program, was extensively used to evaluate Phase I of the 1977-78 project as well as the first monthly inservice session of Phase II. The scale was used in the overall Phase I evaluative test of 20 items in the form of: "to a very great extent" (5); "to some extent" (4); "undecided" (3); "to a little extent" (2); "to a very little extent" (1), and in the Phase I daily evaluation test as: "agree strongly" (5); "agree" (4); "undecided" (3); "disagree" (2); "strongly disagree" (1). The analysis of the 1 to 5 scale was: "excellent" (5); "good" (4); "need more information" (3); "poor" (2); "no response" (1).

The comparison rating of 1976-77 and 1977-78 for Session 1, Phase I, was: Elementary, 3.90 and 4.40 (last year and this year, respectively); Junior High, 3.00 and 4.10; Secondary, 2.96 and 4.1.

The percentage rating at the end of Weekend 1 (Phase I) was 72% above 3.00. The conclusion of Weekend 2 showed 75% above 3.00 for both understanding and application of the Lynwood basic skills continuum; 84% (above 3.00) for understanding and 80% for application of concepts and skills/delivering inservice to field personnel.

The bilingual/oral strategies presentation of Weekend 3 was a new content area; although 75% of the teacher/trainers felt they

understood it, only 19% thought they could apply it. Therefore, another session on this topic was given, with additional assistance available any time. The alternate instructional strategies topic showed 86% (understanding) and 64% (application) above 3.00. The overall percentage rating for the first monthly inservice meeting (October 19, 1977) of this year's Phase II was 86% above 3.00.

3. Recommendations for replication.

For institutions interested in using the Trainer-of-Trainers concept for inservice, staff development, the following are some of the issues that need to be considered for an effective program:

- a. Assessment - design and tailoring through a needs assessment related to population served.
- b. Planning - collaborative, continuous and on-going.
- c. Cyclical design - plan, implement feedback, improve.
- d. Training team - expertise in K-12 identified areas, interdisciplinary/multicultural, flexible, interactive and reality based.
- e. Administrative support - planned from inception with key administrators responsible for individual school site operations.
- f. Trainee - volunteer based on criteria, co-trainer relationship in training, get continuous input and feedback.
- g. Evaluation - formative/summative assessment - integral part of planning and implementation, used for program correction.